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ABSTRACT

Transition procedures in the Irvine Unified School District (California) are explained in a set of three pamphlets. In the first pamphlet, elements of the Individual Transition Plan are outlined. Also discussed are advocacy and the law, financial issues, support services offered by state and community agencies. services of national and state disability organizations, and the employment outlook for various service-producing and goods-producing industries. The second pamphlet addresses the goals of collaborative transition planning, membership of the transition project committee, committee member responsibilities, development of the individual transition plan, and program and service options. An accompanying leaflet lists vocational/employment preparation programs available for special education students, noting their location, student population served, school credit allotted, brief program description, and contact person for additional information. (JDD)

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Transition

A Handbook for Parents, Students & Advocates

Irvine Unified School District

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Education Transition Center

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Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

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Transition

A Handbook for Parents, Students & Advocates
Irvine Unified School District

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TRANSITION

Transition is an organized process designed to help special education students move from school to employment and a quality adult life. The Irvine Unified School District is committed to helping students make this move smoothly. In Irvine, the transition process begins in the **ninth grade**. Each year parents are asked to participate in the transition process along with their student, school personnel and community service providers. Transition planning may take place at the Individualized Educational Planning (IEP) meeting or at another time that is mutually agreed upon. The Individual Transition Plan (ITP) that is developed at these meetings may include goals and objectives regarding the following:

- work options
- work training options
- residential options
- independent living
- income related issues
- socialization issues
- recreation issues

EDUCATIONAL SYSTEMS RESPONSIBILITIES

The California educational system is responsible for providing quality educational opportunities and for coordinating these opportunities with other service delivery systems to provide a wide range of programming options that facilitate successful transition for each student.

STUDENT, PARENT AND ADULT SERVICE PROVIDER RESPONSIBILITIES

After graduation from high school, the responsibility for transiton management changes from the educational system to the student, parent and/or adult service provider. The Transition Planning Team will prepare students and parents for that role. Therefore, your participation in the transition planning effort is vital. As a member of the team you will practice advocacy skills that will enable you to effectively represent your rights and interests.

TRANSITION FOLLOW-UP

Following graduation it becomes the responsibility of the young adult and his/her parents or guardians to act as advocates for the individual's needs. A school district representative may be assigned to monitor student progress. The effectiveness of the transition process will be monitored and referrals to other service agencies will be provided as needed.

TABLE I

TRANSITION ACTIVITIES

Activities	Responsible Person	Grade 9	Grade 10	Grade 11	Grade 12
Individual Transition Planning Meeting	Parent Student, Teacher	√	√	√	√
Obtain Original Social Security Card	Parent Student	√			
(DD only) Register Student with Developmental Disablities Center	Parent	√			
On-Campus Vocational * Work Experience	Teacher Student	√	√		
Life Skill Classes * Reg Ed & Spec Ed	Teacher Student	√	√	√	√
Vocational Education * Classes	Teacher Student Counselor	√	√	√	√
Horizons Youth Employment & Training Age 16-21	Teacher Student Horizons Staff			√	√
Coastline Regional Occupational Program (CROP) Age 16-Adult	Teacher Student CROP Specialist			√	√
Post Secondary Education Programs Discussed	Teacher Horizons Staff			√	√
Meet with Adult Service Providers at ITP meeting	Parent Student, Teacher Service Provider				√

* Availability of classes varies at each school site.

INDIVIDUAL TRANSITION PLAN (I.T.P.)

The ITP Team is responsible for planning specific activities designed to assist special education students in their efforts to become self sufficient adults. Goals and activities in specific areas are outlined on the ITP. The following is a list of possible options available in each area:

I. WORK OPTIONS

1. Competitive Employment
   a. Full-time
   b. Part-time

2. Volunteer Work
   a. Full-time
   b. Part-time

3. Supported Employment
   Individuals with severe handicaps to work in integrated settings in the community. An employment specialist (job coach) assists the individual with job development, job site training and follow-up services to insure retention of employment. Supported Employment programs include:

   a. Individual Placement - allows the greatest degree of independence and integration.
   b. Enclave - small group placement.
   c. Mobile Work Crew - small groups that move to various community job sites performing similar tasks.

II. WORK TRAINING OPTIONS

1. Colleges
   a. Universities
   b. State Colleges

c. Community Colleges
   1) Associate of Arts & Sciences Degrees
   2) Career and Certificate Programs
   3) Apprenticeship Programs (advanced trade training)

2. Trade and Technical Schools (Private)

3. Specific Vocational Training (Public)
   a. Coastline Regional Occupational Program (CROP)
   b. Job Training Partnership Act (JTPA)

4. Community Based Training (for Developmentally Disabled only)
   a. Habilitation Program - provides at least 50% paid work for individuals with basic self help, social and communication skills.
   b. Activity Program - provides job training in a community work setting.
   c. Work Activity Center Program (Sheltered Work Shop Setting)- provides training of work behavior and skills needed for packaging and assembly jobs.

III. RESIDENTIAL OPTIONS

1. Independently Maintained Residence
   a. Self
   b. Room mate
   c. In-Home Support Services (DPSS)

2. Family Residence
   a. Parent
   b. Relative
   c. Guardian

3. Group Home
   Varying levels of services provided by group homes may include:
   a. Room and board
   b. Laundry services
   c. Recreational/social activities

d. Transportation
e. Medical/dental appointments
f. Psycho-Therapy

4. Residential Care Facility
Varying levels of services provided by Residential Care Facility may include
a. Room and board
b. Laundry/maid services
c. Grooming/personal Care
d. Recreational therapy
e. Basic medical/dental care
f. Psycho-therapy
g. Independent living skills training
h. Transportation
i. Money management
j. 24 hour (on duty) staffing

IV. INDEPENDENT LIVING

Independent living skills training often involves one or more of the following areas:

1. Transportation
2. Money Management
3. Domestic Activities
4. Social/Sexual Issues
5. Hygiene/Personal Care
6. Self Advocacy
7. Leisure/Recreation

V INCOME RELATED ISSUES

1. Insurance
   a. Medical
   b. Dental
   c. Car

2. Consumer Issues

3. Banking
   a. Checking
   b. Savings

4. Supplemental Security Income (SSI)

5. Medical issues

6. Taxes

VI. SOCIALIZATION ISSUES

Establishing and maintaining personal relationships with significant others is important

1. Family
2. Friends
3. Co-workers
4. Advocates
5. Others

VII. RECREATION ISSUES

1. Community Service Organizations
   Refer to community-issued guides for program information. Some have mail-in registration forms; other communities use walk-in registration procedures.

2. Company Teams & Activities
   Many companies offer after-hours recreational activities to foster positive team attitudes among co-workers and enhance company loyality.

3. Religious Activities
   Churches and synagogues provide a diversity of religious activities in which members may participate.

4. Neighborhood
   Neighbors often join together to plan and take part in group activities.

5. Individual
A wide range of sports and leisure activities requiring varying levels of atheletic and social abilities are available for individualparticipation.

ADVOCACY AND THE LAW

As a student getting special education services, you and your parents have certain rights and responsibilities. It is important to be aware of these rights and how you can best benefit from them. The process of representing the rights and interests of an individual is called advocacy. Each adult service provider is governed by its own set of rules and regulations. Depending on the type of service provider and its funding sources, you will be guaranteed rights and privileges in accordance with State and Federal laws.

If you feel that discrimination due to physical or mental handicap exists in connection with a federally funded education or training program, you may file a formal complaint with the Federal Office of Civil Rights. Your written complaint must be submitted no later than 180 days after the discrimination occurs. The letter should contain a description of the discrimination, background information and who to contact for further clarification. The Office of Civil Rights U.S. Department of Education maintains a 504* Technical Assistance staff in each region to answer specific questions and provide guidance. To obtain assistance in discrimination matters, contact the Technical Assistance staff at the following office:

Region IX: (Arizona, California, Hawaii, Nevada, Guam, Trust Territory of Pacific Islands, American Samoa)
Regional Technical Assistance Staff
U.S. Department of Education
Office for Civil Rights, Region IX
221 Main St. - 10th Floor
San Francisco, CA 94105
(415)227-8111 (Voice)
(415)227-8124 (TDD)

*504 refers to the section of the Rehabilitation Act of 1973

The Information Practices Act of 1977, California Civil Code Section 1978, guarantees clients enrolled in state funded programs the following rights:

- The right to privacy regarding personal information.
- Access to any records maintained by the agency (at a minimal fee per page).
- The right to request an amendment or correction to inaccurate information in the records.
- The right to bring a civil action against an agency.
- Protection against release of information without informed and written consent.

Many agencies have client rights advocates on their staff who will work with you to ensure access to guaranteed services and rights.

FEDERAL LAWS AND REGULATIONS

Increasing numbers of students with handicaps are attending American colleges, universities, vocational-technical programs, private trade schools, independent living centers, adult education programs, and other places where people continue to learn after high school.

Students have been assisted in their education and adult training by a wide range of accommodations that make full participation possible for many. Examples of these accommodations are: relocation of classes and untimed testing; support services including interpreters, notetakers, taped tests, job coaches; and technological equipment such as talking calculators, braille typewriters, and voice or light beam-operated computer terminals. With such assistance, people with disabilities have been increasingly successful in a variety of post-secondary programs.

This kind of success has been achieved gradually following passage of certain laws: the Education of the Handicapped Act assures access to education for children with disabilities; Section 504* of the Rehabilitation Act of 1973 prohibits discrimination against handicapped persons in programs or activities receiving federal financial assistance and the Vocational Education Act mandates that schools reach out to students with handicaps.

EDUCATION OF THE HANDICAPPED ACT AND AMENDMENTS

The Education of All Handicapped Children Act, (P.L. 94-142), amended the Education of the Handicapped Act to establish the right to a "free appropriate public education for all handicapped children." It requires that education services be provided with related services in the least restrictive environment appropriate to each individual child, as specified in that child's formal Individualized Education Plan, or IEP, which is to be written with the involvement and consent of parents and professionals. The legislation also incorporates due process guidelines to safeguard the rights of disabled children and their parents.

VOCATIONAL EDUCATION ACT AND AMENDMENTS

Since 1976, amendments to the Vocational Education Act have required minimum funding levels to ensure vocational programming for disabled students. Access for disabled students was further strengthened by the Carl D. Perkins Vocational Education Act (1984) through additional funding provision to serve disabled students in mainstreamed programs. Where separate programs are required for handicapped students, schools must first provide funding equal to average per student funding in regular programs and then add supplementary funds on top of that amount.

REHABILITATION ACT AND REGULATIONS

Section 504 of the Rehabilitation Act of 1973 reissued by the U.S. Department of Education on May 9, 1980, prohibits discrimination in post-secondary education, training, and employment programs that receive federal funds. Section 504 provides that "no otherwise qualified handicapped individual . . . shall, solely by reason of . . . handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." According to the Regulations, a "qualified handicapped individual," with respect to post-secondary and vocational education, is defined as one "who meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity."

Specific to the area of post-secondary education, Section 504 prohibits discrimination against handicapped persons in recruitment, testing, admissions, and treatment after admission by recipients of federal assistance. This means that federally funded training programs in colleges, universities, and other post-secondary institutions are required to make reasonable adjustments and change discriminatory policies to permit handicapped students to fulfill academic requirements; students with handicaps are not to be excluded from programs because of physical barriers or the absence of auxiliary aids.

FINANCIAL ISSUES

COLLEGE FINANCIAL AID

The basic premise of Financial Aid is that no student should be denied access to the educational experiences offered because of lack of funds.

The awarding of these funds is closely regulated by laws designed to direct educational support funds to those who need them most. In order to determine a student's need and eligibility, the applicant must answer many questions. Students should be patient with the application process and give correct information. In order to receive financial aid, the student must:

1. Be a national of the United States, be in the United States for other than a temporary purpose or intend to become a permanent resident of the Trust Territory of the Pacific Islands. Holders of student visas are not eligible for aid.

2. Be accepted for enrollment as at least a half-time student, in the case of a student already attending the institution, be enrolled and in good standing as, at least, a half-time student.

3. Maintain satisfactory progress in the course of study according to the standards and practices of the institution.

4. Not be in default on any loan made from a student loan fund and not owe a refund on grants previously received.

5. Be in need of financial assistance in order to pursue a course of study at a college or university.

6. Submit a Statement of Registration Compliance to the Student Aid Office and, if required, provide proof of registration with the Selective Service.

FEDERAL TARGETED JOBS TAX CREDIT PROGRAM (TJTC)
FOR EMPLOYERS IN PRIVATE INDUSTRY

Certification is conducted by the California Employment Development Department.

The Tax reform Act of 1986 signed by the President on October 22, 1986, makes the following modifications:

- Requires the employer to retain the employee for 90 days or 120 hours (14 days or 20 hours for qualified summer youth) to qualify for tax credit.
- Now allows a credit of 40% of the first $6,000 in wages paid.
- Allows the credit only for the first year of employment (no second year credit).
- Makes the program retroactive to January 1, 1986.
- Continues the program through December 31, 1988.

The program offers employers a credit against their tax liability for hiring individuals from the following nine target groups:

- Economically disadvantaged summer youth employees who are 16 to 17 years of age on the hiring date and who have not previously worked for the employer.

- Youth aged 18 through 24 from economically disadvantaged families (the definition of "economically disadvantaged" varies with location).

- Youth aged 16 through 19 from economically disadvantaged families, who participate in a qualified cooperative education program.

- Handicapped persons referred to the employers by the Department of Vocational Rehabilitation or Veterans Administration programs.

- Vietnam-era veterans who are economically disadvantaged.

- Ex-offenders who are economically disadvantaged and hired no later than five years after release from prison or date of conviction, whichever is more recent.

- Recipients of Aid to Families with Dependent Children (AFDC) who are eligible for AFDC on the hiring date and have received it for 90 days immediately prior to being hired.

- Recipients of Federal Supplemental Security Income (SSI).

- Recipients of State and Local General Assistance payments for at least 30 days.

SOCIAL SECURITY INCOME
SSI FACT SHEET

TYPE OF PROGRAM

- Cash benefit program for disabled persons of any age

ELIGIBILITY REQUIREMENTS

- Blind-Vision no better than 20/200 or limited visual field of 20 degrees or less with corrective eyeglasses.
- Disabled.
- No work history required.
- Must have a limited income or no income at all.
- A disabled individual must not have more than $1,800 in resources in 1987. A couple must have no more than $2,700 in resources. (The resource limitation for individuals will increase $100 a year until 1989, $150 a year for couples.).
- U.S. resident and citizenship or immigrant lawfully admitted for permanent residence or otherwise permanently residing in the U.S.
- In writing. Personal interview and documentation of eligibility required.
- Aged 65 or older.

DEFINITION OF DISABILITY

"The law defines disability as the inability to do any substantial gainful activity by reason of any medically determinable physical or mental impairment which can be expected to result in death or which has lasted or can be expected to last for a continuous period of not less than 12 months (or, in the case of a child under 18, if he suffers from any medically determinable physical or mental impairment of comparable severity)."
42 U.S.C Section 1382c. (a) (3) (A); 20 C.F.R., Section 416.905
IN OTHER WORDS, in order to be called a "disability", the applicant's mental and/or physical condition must keep him from working in any kind of a job for at least one year.

SSI ELIGIBILITY CHECKLIST

Characteristic:	Accepted Proof/Evidence
Must have Social Security Card or number	Social Security Card or Number
AGE: 65 or older	Public record of birth, religious record of birth, baptism, etc., established or recorded before age 5.
BLINDNESS: Central visual acuity of 20/200 or less in the better eye with the use of a correcting lens.	Need only to meet the test for blindness.
DISABILITY:	a) Medical test-medical records b) Employability test
RESIDENCE, CITIZENSHIP, ALIENAGE:	
a) Residence: Must be a resident for 30 consecutive days, to be eligible for SSI benefits.	Show intention of establishing a home in the U.S.; ie. rental or purchase of a home, obtaining or seeking employment, joining a church, etc.
b) Citizenship:	Public record of birth or baptism, certificate of naturalization, U.S. passport, or an identification card.
c) Alienage: An alien who has entered the U.S. as an immigrant with the intention of residing permanently in the U.S.	INS form 1-151 (Alien Registration Receipt Card)

Characteristic	Accepted Proof/Evidence
Resources-No greater than $1,800 for individual; $2,700 for couple	Limited resources and income tests, bank books, copies of stock certificates, proof of value of liquid and non-liquid assets, etc.
Income-Limited	Insurance policies, burial plot or burial fund records, motor vehicle registration information about parent's income and resources and the income of other children at home if applicant is less than 18 years of age.

NOTE: Do not delay applying if you don't have all of the information and documents. The Social Security office can help the applicant obtain whatever is needed.

SSI 1619 (a) & (b)

1619 (a)

1619 (a) is a section of the law that allows a person on SSI to earn up to $1,205 per month and still keep Medi-Cal and In-Home Supportive Service (I.H.S.S.) benefits.

Persons making less than $1,205 gross per month could continue to receive part of their SSI payment; the amount would depend upon their income and the amount of their original SSI payment. To be eligible for 1619 (a), you must meet all SSI income and resources limits and continue to be disabled while receiving benefits.

1619 (b)

A person whose income exceeds $1,205 gross per month may be eligible for 1619 (b). Under 1619 (b), a person may retain Medi-Cal and I.H.S.S. benefits.

To be eligible for 1619 (b), you must meet all SSI income and resources limits. You must be unable to continue working if Medi-Cal were lost and show that your current wages do not make up for the lost value of Medi-Cal, SSI, and I.H.S.S. You must also continue to be disabled while receiving benefits under 1619 (b).

PASS

Plan For Achieving Self Support

Allows a disabled perdson to set aside income to pay for education, vocational training, and specialized equipment to be used in achieving specific work goals. This income can then be excluded from earned income for SSI payment purposes. A PASS must be approved through your local Social Security Administration office. This plan is normally granted for 18 months, but an extension of 18 months can be requested.

REMEMBER! Your local Social Security Office is responsible for providing more details on these and other programs upon your request.

INCOME AND RESOURCES DEFINITIONS

Income — Income can generally be thought of as anything such as CASH or PROPERTY that comes in or that you get during a specific month.

Resources — Resources would be any CASH or PROPERTY that remains from a previous month and does not come in during the current month.

Countable — Any income you receive has the potential to reduce your SSI check. Countable income is the actual amount by which your SSI check would be reduced. You can calculate your countable income by subtracting all allowable deductions from your gross earned and unearned income.

Earned Income — Earned income is any income on which you pay or are liable to pay Social Security taxes (FICA). This includes self-employment earning.

Unearned Income — Unearned income is everything other than earned income. SSA benefits, gifts, alimony, etc.

Exclusions — Three types of exclusions may be used to reduce unearned and earned income. The amount left over after you have subtracted the exclusions and other allowable deductions from your income will be deducted from the SSI grant level in order to determine how much SSI benefits you will receive in a specific month.

Types of Exclusions

a) $20 any-income exclusions. This is used only once a month to reduce any unearned income.
b) $65 earned-income exclusions. Used only once a month.
c) IRWE (Impaired-Related Work Expenses)-subtracted after using the $65 exclusion.

SSI PAYMENT EXAMPLES

Example #1

Earned Monthly Income $0 - $1,205.00

a) The first $65.00 is exempt.
b) IRWE can be subtracted before formula is used.
c) Other allowable deductions such as attendant care and In Home Support Services can be subtracted before formula is used.
d) Money earned after subtracting $65.00 and all allowable deductions is considered in the formula.

SSI Payment Formula

Step 1

Gross Earned Income	$350.00
Exemption	-85.00
Countable Income	$265.00

Step 2

Countable Income ÷ by 2 $265 ÷ 2 = $132.50

Step 3

SSI Basic Payment	$560.00
Adjusted Countable Income	-132.50
SSI Benefit for Current Month	$428.50

Step 4

SSI Benefit for Current Month	$428.50
Earned Monthly Income	+350.00
Total Income for Month	$778.50

* Individuals who earn from $86.00 - $1,205.00 after allowable deductions continue to earn SSI benefits, increase their total monthly income and retain medical benefits.

Example #2

Earned Monthly Income (After allowable deductions)	$1,205.00 - $1,494.00

No SSI payments are received, but medical benefits are retained if a need continues to exist. Contact your local Medi-Cal Office for specific eligibility requirements.

Note:

- For every 2 dollars earned after $65.00, the SSI payment is reduced by 1 dollar.
- SSI benefits are lost after 12 consecutive months earning more than $1,494.00 per month.
- Contact your local Social Security Administration Office for:

  1) Specifics on allowable deductions.
  2) Income reporting procedures.
  3) Writing and/or approving a Plan For Achieving Self Support (PASS).

MEDI-CAL

MEDI-CAL pays for health care for needy and low income residents of California who have difficulty paying for their medical care. MEDI-CAL is supported by your federal and state taxes and is administered by your local Social Services Department.

If your income is over a certain amount of money, called a MAINTENANCE NEED, you will have to pay or agree to pay part of your income toward your medical expenses before MEDI-CAL will begin to pay. This is called a "share of cost". The share of cost is for a one-month period of time. The share of cost must be met for each month in which you have excess income. After your share of cost is met, MEDI-CAL begins to pay the bills.

You will receive a MEDI-CAL card for each month that you are entitled to MEDI-CAL benefits. Your MEDI-CAL card can help you with many kinds of medical care needs. It is best to know how to use the card and labels before you see a doctor, or other provider of health services. If the card is used incorrectly, you may have to pay for the services which you receive.

MEDI-CAL benefits are obtained with two kinds of labels from the MEDI-CAL card. The two kinds of labels are MEDI and POE (Proof of Eligibility). You can only get certain types of services by using the MEDI labels. For the other services, your provider will ask for a POE label, or will make a photocopy of your MEDI-CAL card.

Some services require approval by state MEDI-CAL consultants in advance of their performance. Your doctor will arrange for such approvals when necessary.

HOW TO USE THE MEDI-CAL CARD

You should always carry your MEDI-CAL card with you. For each service you get, the provider should either take one label or make a photocopy of your card.

If you need emergency services at any time, the person who gives you the service will need either one of the POE labels from your card or a photocopy of the card.

After you have given a label to a provider or he has made a photocopy of your card, he uses it to obtain payment from the State of California.

For more information contact the following County Welfare Department:

Orange County Department of Social Services
Medi-Cal Office
1624 W. 19th St.
Santa Ana, CA 92702
(714)834-6171
Instruction tape on how to apply for Medi-Cal
(714)834-6547

SUPPORT SERVICES

Support services are offered by various state and community agencies to assist in efforts to sustain independent living.

1. DEPARTMENT OF PUBLIC SOCIAL SERVICES (DPSS)
   290 Fischer Avenue
   Costa Mesa, CA 92626
   (714) 834-8221

   Individuals eligible for or receiving Supplemental Security Income (S.S.I.) may be eligible for the following services:

   - Counseling/Therapy
   - Vocational Training Referrals
   - Financial Management Services
   - In-Home Support Services - This service provides personal and domestic care to disabled individuals who want to remain in their own home.
   - Medi-Cal
     Department of Public Social Services (DPSS)
     Medi-Cal Office
     1624 W. 19th Street
     Santa Ana, CA 92702
     (714) 834-6171
     Instruction tape on how to apply for Medi-Cal (714) 834-6547

2. DEPARTMENT OF REHABILITATION (D.R.)
   3822 Campus Drive
   Newport Beach, CA 92660-2691
   (714) 756-1999

   D.R. is a service of the State of California that helps prepare physically and mentally disabled individuals for gainful employment. There are two programs offered by D.R.. Each offers a specific set of services:

A. Vocational Rehabilitation Program

To be eligible for this program an individual must have a physical or mental disability that is a substantial handicap to employment. In addition, there must be a reasonable expectation of getting or maintaining a job as a result of vocational rehabilitation services.

- Medical services
- Psyhological services
- Vocational evaluation, counseling and guidance
- Vocational training, job placement and followup
- Assistance devices
- Transportation assistance
- Reader services for the blind
- Interpreter services for the deaf

B. Habilitation Services Program

This department establishes guidelines, monitors and funds community based programs designed to prepare developmentally disabled adults for competitive employment.

To be eligible for this program an individual must be diagnosed as having a developmental disability and referred from a Developmental Disabilities Center case manager.

3. DEVELOPMENTAL DISABLILITIES CENTER (DDC) Formally known as Regional Center.
Central Tower Union Bank Square
500 So. Main Street
Orange, CA 92668
(714) 973-1999

DDC is a central point from which persons with develomental disabilities including; mental retardation, cerebral palsy, epilepsy and autism, can receive or be referred for needed service. The center provides a variety of services including:

- Diagnosis and evaluation
- Individual program planning
- Admission and discharges from State Hospitals
- Advocacy
- Guardianship Services
- Consultation and coordination with other service agencies
- Client groups
- Parent groups
- Respite care

4. EMPLOYMENT DEVELOPMENT DEPARTMENT (EDD)
Disabilities Section
Santa Ana
1001 So. Grand Ave.
Santa Ana, CA 92705
(714) 558-4341

EDD is a state agency that provides the following services:

- Job referrals
- Unemployment compensation
- Entry into California Conservation Corps
- Entry into U.S. Youth Conservation Corps and Job Corp
- Certifies clients for the Targeted Jobs Tax Credit Program (TJTC)

5 JOB TRAINING PARTNERSHIP ACT (JTPA)
Community Services Employment Training Division
1300 So. Grand Avenue
(714) 834-5872 or (714) 834-5693

JTPA is a federally funded job training program for economically disadvantaged individuals, displaced workers, and other with significant barriers to employment.

6. SOCIAL SECURITY ADMINISTRATION OFFICE
1525 Mesa Verde Drive East
Costa Mesa, CA 92626
(714) 836-3558

Services offered by the Social Security Office include:

- Social Security Card or replacement
- Social Security Income (SSI) Benifits
- Work Incentive Program 1619 (a) and (b)

NATIONAL DISABILITY ORGANIZATIONS

A. LEARNING DISABLED

1. Association for Children and Adults with Learning Disabilities (ACLD)
   4156 Library Road
   Pittsburgh, PA 15234
   (412) 341-1515

   ACLD is the national organization devoted to defining and finding solutions for the broad spectrum of learning problems. Services provided include a resouce center of over 500 publications and ACLD Newsbriefs, published six times a year. Inquirers are sent a free information packet and referred to one of the 800 local chapters of ACLD.

2. Association of Learning Disabled Adults (ALDA)
   P.O. Box 9722, Friendship Station
   Washington, DC 20016

   ALDA provides opportunities for LD adults 18 or older to come together for moral support and to assist each other in developing more efficient ways of dealing with their disabilities. It offers a packet of information for others who want to organize similar groups, plus a national list of groups already operating.

3. Foundation for Children with Learning Disablilities (FCLD)
   99 Park Avenue
   New York, NY 10016
   (212) 687-7211

   FCLD's goal is to increase awareness about learning disabilities and to reach out in support of families, children, and young adults. Their publication, The FCLD Learning Disabilities Resource Guide, is a state-by-state listing of special programs, schools, and services.

The Foundation gives grants to organizations to develop programs to combat learning disabilities, and sponsors conferences and programs to enhance community support. Their World is an annual magazine which combines resource lists with feature stories, photography, and articles about nationwide efforts.

4. National Network of Learning Disabled Adults (NNLDA)
   800 N. 82 Street, Suite F2
   Scottsdale, AZ 85257
   (602) 941-5112

   An organization run by and for people who are learning disabled. A free newsletter and list of self-help groups is available. Please send a self-addressed, stamped envelope for mail responses. (Contact: Bill Butler)

5. Orton Dyslexia Society
   724 York Road
   Towson, MD 21204
   (301) 296-0232
   (800) 222-3123

   The Society is an international scientific and educational association concerned with the widespread problem of specific language disability of developmental dyslexia. Parents as well as professionals are members. There are chapters in many states. Publications include books, packets, and reprints helpful in understanding dyslexia.

6. National Information Center for
   Association of Radio Reading Services (ARRS)
   Box 847
   Lawrence, Kansas 66044
   (800) 255-2777

   Radio Reading Services broadcasts educational programming that can be received only on special closed circuit radios. Receivers are provided free of charge to persons who cannot read because of blindness or learning disability (on an individual basis).

B. HEARING IMPAIRMENT

1. American Deafness and Rehabilitation Association (ADARA)
   P. O. Box 55369
   Littlerock, AK 72225
   (501) 663-4617 (Voice/TDD)

   ADARA is a non-profit association of professionals and interested persons that exists to offer opportunities for professional enhancement of its members, to promote the development and expansion of quality services available to deaf persons, and to offer a vehicle of communication through its forums, conferences, workshops, and publications. ADARA publishes the quarterly Journal of Rehabilitation of the Deaf, the monthly ADARA Newsletter, and occasional monographs and special publications. Members receive subscriptions to these publications. Membership is $36.00/year (Regular),$18.00/year (Retired, Student, Associate).

2. Gallaudet College Press
   Florida Avenue, NE
   Washington, DC 20002
   (202) 651-5595 (Voice), (202) 651-5276 (TDD)

   Publications available include the The Deaf Student in College booklet which outlines how to meet the needs of deaf students in mainstreamed settings, and Teacher's Resource Kit, a system for sensitizing hearing teachers of deaf adults. Write for the publications list for these and other resources.

3. National Association of the Deaf
   814 Thayer Avenue
   Silver Spring, MD 20910
   (301) 587-1788 (Voice/TDD)

   In addition to providing information on deafness and hearing impairment, the NAD publishes deafness-related materials including the monthly Broadcaster ($10/yr.) and the Deaf American, published quarterly ($20/yr.).

It provides advocacy and legal consultations, job training, regional workshops in leadership training, and sponsors youth camps. Individual membership is $20 annually.

4. National Crisis Center for the Deaf
University of Virginia Medical Center
P.O. Box 484
Charlottesville, VA 22908

Toll free (800) 446-9876 (TDD only, 24 hours a day, seven days a week. In Virginia call (800) 552-3723 (TDD) only)

This is an EMERGENCY HOTLINE for the deaf. In case of medical emergency, poisoning, personal crisis, fire or police emergency, the staff will contact the appropriate local services, give instructions or make referrals.

5. National Captioning Institute (NCI)
5203 Leesburg Pike, Suite 1500
Falls Church, VA 22041
(703) 998-2400

NCI is a non-profit corporation whose goal is to expand closed captioned television. The staff write captions for television programs and they design, manufacture, and distribute the decoder device which is attached to the user's television set ($225 each).

6. National Information Center on Deafness (NICD)
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002
(202) 651-5051
(202) 651-5052 (TDD)

NICD serves as a centralized source of information on topics dealing with deafness and hearing loss including education of deaf children, communication, hearing loss and aging, careers in deafness, and assistive devices. NICD also provides information about programs and services at Gallaudet University.

7. National Technical Institute for the Deaf (NTID)
Rochester Institute of Technology
One Lomb Memorial Drive
Rochester, NY 14623
(716) 475-6400 (Voice/TDD)

NTID provides post-secondary technological education to hearing-impaired students and also serves as a resource to other education institutions where deaf students are attending regular classes. New Trends in the Education of Deaf Persons is a resource catalog produced by NTID. It lists more than 40 books, pamphlets, and brochures on subjects related to deafness and deaf education. To obtain a copy, write the Division of Public Affairs. Also NTID bookstore sells special non-carbon duplicating pads for notetaking which may be useful to students with learning or dexterity disabilities as well as hearing impairments and can be ordered through this catalog.

8. Telecommuinications for the Deaf Inc.
814 Thayer Avenue
Silver Spring, MD 20910
(301) 589-3006 (TDD)
(301) 589-3786 (Voice)

This national organization addresses issues related to telecommunications for the deaf. Aside from publishing an annual directory of TDD numbers, it is a consulting agency that provides information and assistance on telecommunication issues. The annual directory is available to members only ($10.00 annual membership fee). Quarterly newsletter, GA-SK, covers information about telecommunications.

C. DEVELOPMENTALLY DISABLED

1. TASH: The Association for Persons with Severe Handicaps
7010 Roosevelt Way NE
Seattle, WA 98115
(206) 523-8446

A membership organization with chapters at the local level, TASH is involved in a range of issued related to living, working, and learning environments for handicapped persons. TASH offers referral services through its parent network, and sponsors advocacy, annual conferences, and publications. Its quarterly journal covers research and trends in service to severely and profoundly handicapped persons from birth to adulthood. A monthly newsletter, teaching guidebooks, bibliographies and other publications are also available.

2. Association for Retarded Citizens (ARC)
2501 Avenue J
Arlington, Texas 76006
(817) 640-0204

ARC is a national grassroots organization with over 160,000 members and 1,300 chapters covering 48 states. Activities include training volunteers to work with mentally retarded persons, developing demonstration models in areas of education, training and residence and furthering employment opportunities. Contact ARC for subscription to newsletter, referral to state and local chapters, and information about model programs or training centers.

D. VISUALLY IMPAIRED

1. American Council of the Blind (ACB)
1010 Vermont Avenue, NW
Washington, DC 20005
(800) 424-8666 toll free
(202 393-3666 (Washington, DC area)

ACB is a national consumer and advocacy organization composed primarily of blind and visually impaired people. It has 69 state affiliates and 17 special-interest affiliates including, among others, organizations for blind teachers, lawyers, data processors, artists and musicians, parents, guide dog users, braille enthusiasts and student (National Alliance of Blind Students). The Council sponsors an annual scholarship program, a national student seminar, toll free information and referral (number listed above); legal assistance; free monthly magazine The Braille Forum in braille, large print, disc or cassette; and topical brochures and resource materials in accessible media.

8. American Foundation for the Blind (AFB)
15 West 16th Street
New York, NY 10011
(212) 620-2000
(800) 232-5463

AFB was established to serve as the national partner of local services for blind and visually impaired persons. Services provided include information and consultation in areas of education, rehabilitation, employment and special products. AFB News, a quarterly publication, is available free. Request the latest catalog of publications (free) for the price list of other AFB publications.

9. Council of Citizens with Low Vision
1315 Greenwood Avenue
Kalamazoo, MI 49007
(616) 381-8865

CCLV is an advocacy membership organization composed of individuals with low vision, professionals working in the field, and family members of those with partial vision. CCLV serves as a clearinghouse on low vision and promotes education, research, legislation and the elimination of barriers to the full use of residual vision. Publications include a pamphlet, The Council of Citizens with Low Vision: A Vital Alternative for the Partially Sighted and a quarterly newsletter.

4. National Association for the Visually Handicapped
22 West 21st Street
New York, NY 10010
(212) 889-3141

3201 Balboa
San Francisco, CA 94122
(415) 221-3201 (serves CA only)

NAVH serves as information and referral agency for all partially sighted persons, nationally. NAVH offers large print textbooks, testing materials, leisure reading, large print periodic newsletters for adults and children, and informational literature for the partially sighted and their families, the professionals and the paraprofessionals working with them. Both the New York and San Francisco offices have visual aids rooms where clients can personally test various types of aids.

5. Recording for the Blind, Inc.
20 Roszel Road
Princeton, NJ 08540
(609) 452-0606

RFB is a national, nonprofit service organization that provides recorded educational books free-on-loan to individuals who cannot read standard printed material because of a visual, physical, or perceptual handicap. RFB's Master Tape Library currently contains approximately 70,000 titles, is being steadily augmented by the work of 4,000 trained volunteers in 29 recording studios across the country. In addition to recording and lending books, RFB compiles bibliographies for registered borrowers of books available on tape. Application forms and descriptive literature are available on request. Subscriptions to Recording for the Blind News (in print or on cassette) are free of charge. A two-volume printed catalogue (plus supplements) of books in RFB's library is available for $14 prepaid.

E. PSYCHIATRIC DISABILITY

1. National Alliance for the Mentally Ill (NAMI)
   1901 N. Fort Myer Drive, Suite 500
   Arlington, VA 22209
   (703) 524-7600

   NAMI is a self-help organization of families of mentally ill persons, of mentally ill persons themselves, and of friends. Composed of several hundred local and state groups all across the country, its goals are support, education and advocacy for the victims of severe mental illness, schizophrenia, manic depression and other disabling depressions. Call for information regarding your local agency.

2. National Mental Health Association (NMHA)
   1021 Prince Street
   Alexandria, VA 22314-7722
   (703) 684-7722

   NMHA has an active information center which can refer callers to one of 600 affiliate centers across the country. It also has fact sheets about various types of mental illness such as schizophrenia and depression. Other information available includes: stress and tension management and adolescent suicide prevention. Its new Office of Prevention has curricular materials for elementary, secondary, and college use. Founded in1909, NMHA develops and lobbies for policy positions on key issues, and trains volunteers in client support services and advocacy. The quarterly newsletter FOCUS is $15/yr. and there is an extensive list of publications.

Information included in this section was summarized from the Health Resource Center Directory, National Clearinghouse on Postsecondary Education for Handicapped Individuals.

STATE DISABILITY ORGANIZATIONS

1. California Association of the Deaf
   157 Parrott St.
   San Leandro, CA 94577
   (415)895-2451

2. California Association for Neurologically Handicapped Children - Association for Children with Learning Disabilities
   CANHC-ACLD
   P.O. Box 61067
   Sacramento, CA 95860
   (415) 234-5669

3. California Childrens Services
   (Orange Co. Health Care Agency)
   1725 W. 17th St.
   Santa Ana, CA 92702
   (714) 834-7609

4. Council for Exceptional Children (CEC)
   6025 De Palma St.
   So. Gate, CA 90280
   (213) 742-7565

5. Developmental Disabilities Area Board # XI
   250 El Camino Real #10
   Tustin, CA 92680
   (714) 731-4787

6. Easter Seal Society of California
   742 Market St., Suite 202
   San Francisco, CA 94102
   (415) 391-2008

7. O.C. Health Care Agency
   3115 Redhill
   Costa Mesa, CA 92626
   (714) 834-6328

8. Orton Dyslexia Society
(Orange Co. Branch)
P.O. Box 4263
Irvine, CA 92716
(714) 731-5223

EMPLOYMENT OUTLOOK

In making decisions regarding future plans for training and employment, it is important to consider employment projections. The following information is taken from the 1986-87 edition of the Occupational Outlook Handbook published by the U.S. Department of Labor, Bureau of Labor Statistics.

To discuss employment trends and projections in industries, it is useful to divide the economy into nine industrial sectors under two broad categories: Service Producing and Goods Producing.

The chart below reflects projected statistics (complied by the Bureau of Labor Statistics) of employment trends in the nation. The information used to determine the industrial trends is gathered through the Employment Development Department's Research Division, and considers demographic and labor market data in compiling these projections.

PROJECTED CHANGE IN EMPLOYMENT: 1984-1995 MILLIONS

	-1 0	1 2 3 4 5 6 7 8 9	
SERVICE PRODUCING			
Transportation Communication Public Utilities		XXX	14% (5.0-6.4)
Trade		XXXXXXXXXX	16% (24.3-28.3)
Finance, Insurance, Real Estate		XXXXX	17% (6.3-7.4)
Services		XXXXXXXXXXXXXXXXXXXXXXX	39% (23.4-31.2)
Government		XXX	7% (16.0-17.1)
GOODS PRODUCING			
Agriculture	XX		7% (3.2-3.0)
Mining	X		3% (631K-631K)
Construction		XXX	12% (3.9-4.6)
Manufacturing		XXXX	7% (19.0-21.1)

Projections for jobs between 1984-1995 expect service-producing jobs to account for nine out of every 10 jobs, reflecting an 18% increase over this 10-year period. In contrast, industries that produce goods through farming, construction and manufacturing, accounted for fewer than three of every 10 jobs.

Why are most employment opportunities in the SERVICE PRODUCING area? Some possible explanations include:

1. As incomes increase and living standards have risen, people's desire for services have grown more rapidly than for goods.

2. Goods-producing industries have been contracting out to service industries for jobs the former had once handled internally; maintance, accounting, engineering design, cleaning, etc.

3. Imported goods have increased, limiting the growth of U.S. goods-producing industries.

PROJECTED CHANGES IN EMPLOYMENT
1984 - 1995
INDUSTRY SUMMARIES

SERVICE PRODUCING

Transportation, Communications, Public Utilities

- Expected increases to continue in air transportation, trucking and warehousing employment; decreases in water and railroad employment.

- Communication career fields are in demand, but technological innovations wil restrict employment growth.

- Rising demand for new telecommunications services will result in increased employment opportunities, particulary in computerized systems management.

- Demand for utilities, water and sanitation services will increase through 1995 as populations and industry grow.

Trade

- Wholesale and retail trade employment has increased as the population has grown and incomes have enabled people to buy a greater number and variety of goods. Job gains were also related to the distribution and warehousing of durable goods.

- Employment will rise despite the use of labor-saving innovations such as computerized inventory and automated warehouses.

- The largest number of jobs are projected to be in eating and drinking establishments. Large increases are also expected in department and grocery stores and car dealerships.

- In wholesale trade, the largest increases will be in firms handling machinery, electrical goods, and motor vehicles.

Financial, Insurance, Real Estate

- This was the second fastest growing service-producing sector during the 1970's - early 1980's, as financial and banking needs expanded. In Orange County, 7% of all jobs are in this industry.

- Demand for credit and other financial services will grow, but ATM and computerized banking and stock transactions will prevent employment from growing as fast as output.

Services (Hotel, Auto Repair, Hospitals, etc.)

- Sharply rising demand for healthcare, data processing, engineering, and legal services, were among the forces behind the growth within this indusrty. 25% of total Orange County's jobs were reported in this industry in 1984.

- Business services (data processing, temporary agencies, services to buildings, cleaning) are expected to grow rapidly as well.

- Also anticipated are increases in engineering, legal, social, and accounting services.

Government

- Orange County government accounted for 10% of Orange County jobs in 1984.

- About three of seven new jobs projected to be added in state and local government will be in education. Elementary school employment is expected to rise faster than in secondary schools.

GOODS PRODUCING

Agriculture

- Agriculture represented 1% of the total jobs in Orange County in 1984, with peak employment months in June and lowest employment in December.

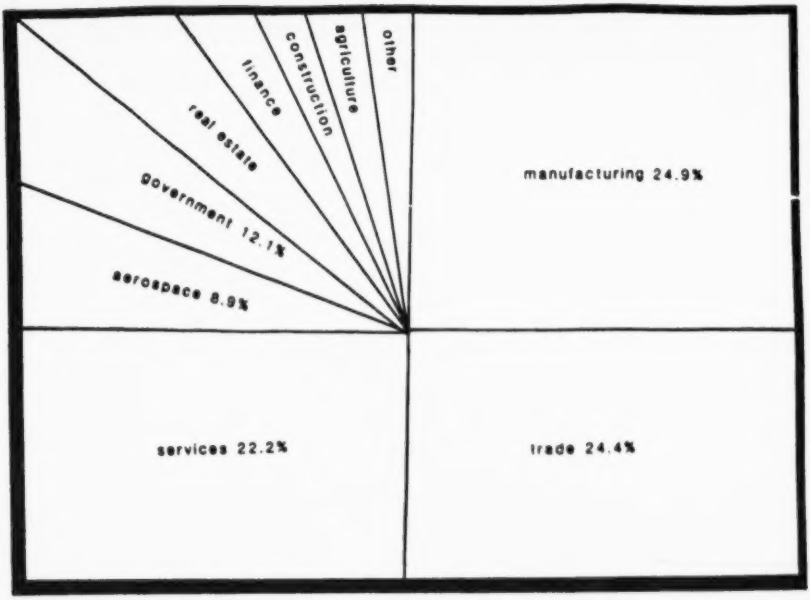
Construction

- High interest rates and low economic activity limited new construction, but the industry has rebounded due to lower interest rates and increased economic activity.

Manufacturing

- Employment should rise about 7% due to strong demand resulting from an expected capital spending boom and continued strong growth in defense expenditures.

- Orange County is home to 4,646 manufacturing plants, producing electronics, machinery, computer, and food. Estimated civilian employment in Orange County is 1,236,330. Areospace manufacturing accounted for more than 36% of all manufacturing employment in 1985, and continues to rise. Communications and electronic manufactures represented 60% of the jobs within the Orange County areospace industry.



ORANGE COUNTY INDUSTRY BREAKDOWN (1984)

SOURCE: 1984 BUSINESS/INDUSTRIAL DIRECTORY

TRANSITION ABBREVIATIONS

ACLD: Association for Children and Adult with Learning Disabilities; ACLD, Inc.

CCS: California Childrens Services

CEC: Council for Exceptional Children

DPSS: Department of Public Social Services

DR: Department of Rehabilitation

EDD: Employment Development Department

FCLD: Foundation for Children with Learning Disabilities

ITP: Individual Transition Plan

JTPA: Job Training Partnership Act

LD: Learning disability, learning disabled, learning disabilities.

SSI: Social Security Income

TJTC: Targeted Jobs Tax Credits.

GLOSSARY

Advocacy: The process of representing the rights and interests of an individual/group in order to achieve the rights to which that individual/group is entitled; to obtain needed services, to bring about change.

Associate Degree: Represents completion of an outlined course of study in a particular area and additional basic education courses.

Developmental Disabilities Center(DDC): A state-funded, private non-profit corporation which is a central point from which pe with special developmental needs and their families can receive or be referred for needed services.

Guardianship: A judicial process similar to conservatorship. For all practical purposes guardianship is not available for adults with special developmental needs.

Habilitation: 50% paid supported work for handicapped individuals with basic self help, social, and communication skills.

Handicapped: Any person with any physical and/or mental disability who has difficulty in doing certain tasks such as walking, seeing, hearing, learning, or working. Federal law defines handicapped children those who are"mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, blind, multihandicapped, or as having specific learning disabilities" and who require special educational services because of these disabilities.

Individualized Education Plan (IEP): A written educational prescription developed by a school for each handicapped or learning disabled child. An IEP must contain:

- the child's present levels of educational performance.
- annual and short-term educational goals.
- the specific special education program and related services that will be provided to the child.
- the extent to which the child will participate in regular education program with non-handicapped children.

- a statement of when services will begin and how long they will last.
- provisions for evaluating the effectiveness of the program and the student's performance. This evaluation must occur at least once a year.

Occupational Certificate: Completion of all courses in an approved occupational program.

Occupational Outlook Handbook: Primary source of vocational guidance information published by the U.S.Department of Labor. Handbook presents current and comprehensive information of work today and job prospects for the future.

Public Law (P.L.) 94-142: The federal Education for All Handicapped Children Act that became law in 1975. P.L. 94-142 requires each state to provide free and appropriate public education to all handicapped children between the ages of 3 and 21. The law also requires that an Individualized Education Plan be prepared for each handicapped child, that parents must have access to their child's school records and are entitled to a due process hearing if they are dissatisfied with the educational plan.

Rehabilitation Act of 1973: The Civil Rights Act for the Handicapped. The act prohibits discrimination on the basis of physical or mental handicap in all federally-assisted programs. Section 504 of the act stipulates that handicapped people are entitled to:

- the same rights and benefits as non-handicapped applicants
- all medical services and medically-related instruction available to the public.
- participation in vocational rehabilitation, senior citizen activity day care (for disabled children), or any other social service program receiving federal assistance on an equal basis with handicapped persons.
- an appropriate elementary and secondary education for physically or mentally handicapped children.

Respite Care; Short term or temporary relief for parents of clients. May be provided in or out of the family home.

Service Provider: An agency, individual or group who supplies a service for a fee.

Supported Employment: An employment option that enables individuals with severe handicaps to work in integrated settings in the community.

Support Services: Agencies funded by state or federal money to provide services to disabled or disadvantaged individuals.

Transition: The process of moving a student from high school to a quality adult life.

Vocational Educational Act: Guarantees access by disabled students to mainstream vocational education programs.

Vocational Rehabilitation (VR): Prepares individuals for employment and teaches them job seeking skills.

Education Transition Center

Projects on Sale!

[illegible] $10.00

[illegible] $20.00

[illegible] $20.00

[illegible] $15.00

[illegible] $20.00

[illegible] $20.00

[illegible] $20.00

[illegible] $17.00

ORDER FORM

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Transition Reference Guide

A Collaborative Transition Planning System
Irvine Unified School District

Education Transition Center

ETC

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

Transition Reference Guide

A Collaborative Transition Planning System
Irvine Unified School District

Grant Number: a3.-11

Education Transition Center

ETC

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California
1988

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Transition Reference Guide

A Collaborative Transition Planning System
Irvine Unified School District

A Project Conducted by:

Marsha Burgess
Linda O'Neal

For:

The California State Department of Education
Education Transition Center
Dr. Patricia Kearly, Coordinator
Sacramento, California

PURPOSE

The California Department of Education has designated transition a priority in the educational community. "Transition is a purposeful and outcome-oriented process designed to help 'at-risk' students move from school to work and a quality adult life."* This process is based on a foundation which provides the opportunity for students to gain the skills necessary for successful participation in adult life. Transition involves collaborative planning efforts on the part of students, parents, educators, adult service, and other community service providers to:

1. Identify the needs of the 'at-risk' student population for joint establishing of priorities.

2. Identify the unique competencies of the various entities participating in the transition process and establish channels and procedures for exchange of information in regards to lifestyle decisions, educational options, program activities, vocational training activities, etc.

3. Pool resources to create a substantive and flexible structural channel through which the student can move towards greater autonomy and greater realization of a meaningful adult life.

4. Design an individualized transition plan for each student entering the process.

5. Monitor the student's movement through the process, adapting the transition plan to accommodate changes in the student's needs over time.

6. Evaluate outcomes for the student after movement into employment, further education, and community life.

*State Department of Education, Transition Letter of News, 5/29/87.

COMMITTEE MEMBERSHIP AND SELECTION

Developing a process to facilitate students' movement from school toward the realization of productive and meaningful adult lives requires a community-wide commitment to the effort. In addition to the expertise provided by special education personnel, it is important that the transition committee membership reflect both the relevant and disparate viewpoints of other agencies and institutions participating with the student in the process. This type of broad-based collaboration not only accesses the unique competencies of the various representatives but also establishes a channel of communication through which educators, parents, government representatives, the business community, and adult and youth service providers can share information and develop relevant priorities and procedures.

Optimally, the transition project committee will include personnel from those agencies with which the students participating in the program will most frequently come in contact. Individuals serving on the Irvine transition project committee include representatives from the Irvine Unified School District (including a parent participant), City of Irvine, Irvine Chamber of Commerce, Developmental Disabilities Center of Orange County, Department of Vocational Rehabilitation, and Goodwill.

The following represents agencies contacted and their Irvine Transition Project representatives:

1. Beverly Huff - IUSD Program Specialist Career Vocational Education
2. Linda O'Neal - IUSD, Program Coordinator, Horizons Youth and Training Service
3. Marsha Burgess - City of Irvine, Program Coordinator, Community Services Department
4. Linda Butterwick - Resource Specialist, Learning Disabled, University High School, IUSD
5. Carlon Gaillard - CROP/SDC Teacher, University High School, IUSD
6. Steve Zivolich - Program Analyst, Regional Center of Orange County
7. Jim Wolfenden - Case Carrier, Department of Vocational Rehabilitation
8. Jerry Good - Supervisor, Department of Vocational Rehabilitation
9. Stewart Sandberg - Assessment Specialist, Goodwill Industries
10. Connie Courtney - Parent, IUSD
11. Ed Sullivan - Irvine Chamber of Commerce Representative

COMMITTEE MEMBER RESPONSIBILITIES

Key personnel necessary for designing and implementing a transition project include a project chairperson and a program coordinator. (These roles may be executed by a single individual but will be considered separately.)

Chairperson

The chairperson is responsible for the overall project administration with duties including budget monitoring, meeting preparation and facilitation, and liaison work with the various transition team representatives.

Coordinator

The coordinator is responsible for organizing project activities and disseminating transition information to students, parents, school personnel, and community members. Since it is essential that all who participate in the transition process have access to and understand the various program options, the coordinator's duties may also include producing transition resource guides and program manuals. These types of publications can supplement Individual Transition Plan (ITP) meetings and in-service trainings.

Committee Members

Together, the chairperson and coordinator function to facilitate the contributions of the other committee members in providing information regarding how students can best access services offered throughout the community. Committee members are encouraged to share information and resources, to work together to assess students' needs and to formulate general strategies to assist students in their transition efforts. Committee members are further encouraged to return to their respective organizations as advocates of the transition process, promoting the concepts and procedures developed by the transition coalition.

Individual committee members may be asked to participate in Individual Transition Plan meetings held annually for each student in the project. This strategy can effect at least two productive outcomes. First, the student benefits by meeting community service providers and hearing first hand what types of program options are available. This provides the student a relatively informal opportunity to become familiar with resources outside the educational system. Second, this contact with students and their parents allows the community service provider to have an impact on the goals and objectives developed during the ITP and to participate, maximizing his/her personal involvement in the project.

INDIVIDUAL TRANSITION PLAN

The transition process, itself, in 9th grade with a letter of introduction to parents inviting them and their students to take advantage of transition planning services. Parents are asked to help the student obtain a Social Security card and to register him or her if eligible with the local Developmental Disabilities Center. With this accomplished, the student is ready to officially begin the transition process.

An Individual Transition Plan is developed for each student. Like the Individual Education Plan, this plan is reviewed and updated annually by the Transition Planning team.

The planning team includes the student, parents or care provider, school administrator or designee, teacher, either a rehabilitation/habilitation counselor or regional center counselor and other individual or agency representatives considered appropriate.

The planning team develops goals, records actions, lists those responsible for actions, and develops timelines in the areas of: Work, work training, personal finance, support services, independent skill training, residential, recreational, and social options.

The planning team meets once a year and selects which specific transition issues will be discussed in the current ITP. Usually, three items are the focus of each meeting. Specific goals and objectives are developed for the student to accomplish and timelines are assigned. Additionally, parents, school personnel, and agency representatives may be given actions to accomplish on behalf of the students. One individual (Transition Plan teacher), will be assigned to monitor the progress of those involved in the year's transition activities.

The teacher is also responsible for recording achievement of goals and objectives as identified in the ITP and for providing this information to the Planning Team members. This procedure continues throughout the student's high school years. Parents of seniors are provided with an adult services directory which designates agencies and services available throughout the county in the areas of continuing education, community-based training, recreation, support services, medical and dental services, job development, transportation, and housing.

FOLLOW-UP

Following graduation, it becomes the responsibility of the young adult and his or her parents or guardians to act as advocates of the individual's needs. A school district representative may be assigned to monitor and evaluate student outcomes, the effectiveness of the transition process, and to provide referrals to other service agencies.

PROGRAM AND SERVICE OPTIONS

Throughout the State of California, many communities are able to offer the special education student a variety of programs and services which can effect a successful transition from school to adult life. The task of the transition planning team is to identify the program options and facilitate the student's access to the services provided.

Educational Services

The opportunities for education beyond the secondary level have increased significantly over the past decade for special education students in California. Many state universities and community colleges offer academic support services, adaptive equipment, mobility orientation, and accessibility information in order to maximize educational opportunities for the special needs student. Students and transition advocates interested in learning more about special support services should contact the EOP offices of their local state universities and/or community colleges for more specific information.

Post Secondary Educational Opportunities (Public)

1. University of California
   Undergraduate and graduate degree programs.

2. California State University
   Undergraduate and graduate degree programs. Some state universities invite local community colleges to offer classes on the university campuses in an effort to familiarize the potential transfer student with the university setting.

3. California Community Colleges
   a. Associate of Arts and Science degrees
   b. Career Certificate program
   c. Apprenticeship Programs
      Advanced Career Training

Vocational Training

Transitioning students interested in occupational skill training can choose from a variety of private and public programs, many of which provide job placement assistance on completion of training.

1. Trade and Technical Schools (Private)
   Provide classroom trade and career training in various specialized areas. May also provide placement assistance. Consult local high school career center or the Yellow Pages (listed under "Schools") of the phone book.

2. Specific Vocational Training (Public)

   a. Regional Occupational Program
      Provides students with basic knowledge and skills required for a particular job, plus on-the-job training in local business and industry. Contact local high school and ask for the ROP in the area.

   b. Job Training Partnership Act (JTPA)

      JTPA is a federally funded program for individuals with severe barriers to employment. Services include classroom training, on-the-job training, employer-based training, work experience, and job placement. Contact your County Board of Supervisors for local vendors.

Community Based Training

Community Based Training is intended for individuals with severe handicaps who are unlikely to get or hold a job without this type of support. For information regarding Community Based Training programs contact your local Departments of Rehabilitation and Developmental Disabilities Centers.

1. Supported Employment
   Offers the individual with a handicapping condition, job placement, job-site training, and permanent follow-up services in integrated settings in the community.

2. Habilitation Program
   Provides at least 50% paid work for individuals with basic self-help social and communication skills.

3. Work Activity Center Program (Sheltered Workshop Setting) Provides work behavior and skills training for packaging and assembling jobs.

Recreation and Leisure Programs

Access to community recreation resources which promote the acquisition and maintenance of leisure skills is essential for the transitioning student's total integration into community life. All individuals, regardless of handicapping conditions, are entitled to and benefit from forming relationships with peers, making choices about how and where they want to spend their leisure time and taking responsibility for these decisions.

Higher functioning young adults may require little assistance assimilating into the community socially, participating in public recreation programs and learning to productively and enjoyably make use of their leisure hours. However, for the student with greater socialization needs, the Transition Project Planning Team can provide needed assistance by identifying what types of leisure/recreation resources exist in the local community and how they can best be accessed. It then becomes the responsibility of Individual Transition Plan team members to assist the student in choosing among the alternatives.

For general information regarding the rights of the disabled to participate in recreation activities in the least restrictive environments, contact your local Developmental Disabilities Center. For information regarding community recreation programs, consult the following:

- Park and Recreation Departments (affiliated with cities, counties, and unified school districts)
- YMCA/YWCA
- Chambers of Commerce
- Community College Districts

Vocational/Employment Preparation

Programs available for Special Education Students

Education Transition Center

Program, Curriculum, and Training Unit
California State Department of Education
Special Education Division
Sacramento, California

This brochure was prepared jointly by the City of Irvine
and Irvine Unified School District

PROGRAM TITLE	LOCATION	STUDENT POPULATION SERVED	CREDIT	PROGRAM DESCRIPTION	HOW TO ACCESS SERVICES
C.R.O.P. Coastline Regional Occupational Program	(#) School Sites (###) Fratello Square Costa Mesa, CA 92626	C.H., D.D., H.I./Deaf L.D., O.H., V.I., 16 years of age and older.	Up to 10 work experience credits per semester.	Variety of vocational training programs	Corinne Beacham/ Mary Preiter (714) 979-1951
[illegible] Youth Employment and Training Service	(#) School Sites (#) District Office (###) Barranca Pkwy. Irvine, CA 92714	C.H., D.D., H.I./Deaf L.D., O.H., V.I., 16 years of age and older.	Up to 10 work experience credits per semester.	Pre-employment skills training, on-the-job and placement services	Linda O'Neal (714) 651-[illegible] Ext. 372
I.Y.E.S. Irvine Youth Employment Service	Heritage Park, Irvine (###) Walnut Avenue Irvine, CA 92718	Youth, ages 16-25.	None	Job development and placement for youth; job bank services for local employers.	Clem Bradley (714) 857-[illegible]
J.T.P.A. (Federally Funded) Job Training Partnership Act/ Summer Employment and Training Program	(#) School Sites County of Orange, (###) So. Grand Ave. Santa Ana, CA 92701	Students, ages 14-21, who currently receive Special Education services.	None	Paid summer work experience (may include paid summer remediation classes) (8 week program)	Di Martinez (714) 834-[illegible]

C.H. = Communicatively Handicapped
D.D. = Developmentally Disabled
H.I./Deaf = Hearing Impaired/Deaf
L.D. = Learning Disabled
I.U.S.D. = Irvine Unified School District
V.I. = Visually Impaired
O.H. = Orthopedically Handicapped